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| THE SANDERS DRAPER SCHOOL AND SPECIALIST SCIENCE COLLEGE: Art & Design | | | | | | | | | | | | | |
| **UNIT No: 2** | **TERM: 2009-10** | | **PROJECT TITLE: The Human Figure** | | | | | | **LENGTH: 15hrs** | | | **GROUP: Yr 7** | |
| **KNOWLEDGE and UNDERSTANDING (with regard to providing effective learning opportunities for all pupils):**  Skills Area: 3D Making  Historical & Cultural Studies: Art of AFRICA | | | | | | | | | **PRACTICES and PROCESSES (including ICT):** | | | | |
| Line  Tone  Colour  Pattern  Texture  Shape  Form  Space | ART  CRAFT  DESIGN  2D  3D  Individual work  Paired work  Group work | | | Drawing  Painting  Collage  Textiles  Digital Media/ICT  Sculpture  Printmaking  Ceramics |
| **YEAR 7 Schemes of Work**  **UNIT No 1:**  Skills Area: Drawing and Painting  Historical & Cultural Studies: Art of OCEANIA  **UNIT No: 2**  Skills Area: 3D Making  Historical & Cultural Studies: Art of AFRICA  **UNIT No: 3**  Skills Area: Print-Making  Historical & Cultural Studies: Art of EUROPE | | | | | | | | |
| **KEY PROCESSES - Pupils should learn how to:** | | | | | | | | | | | | | |
| **Explore and create**   1. develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources 2. investigate how to express and realise ideas using formal elements and the qualities of a range of media 3. make purposeful images and artefacts, selecting from a range of materials, techniques and processes 4. draw to express perception and invention, to communicate feelings, experiences and ideas, and for pleasure 5. explore and develop ideas using sketchbooks, journals and other appropriate strategies. | | | | | | **Understand and evaluate**   1. use research and investigative skills appropriate to art, craft and design 2. appreciate how codes and conventions are used to convey ideas and meanings in and between different cultures and contexts 3. reflect on and evaluate their own and others’ work, adapting and refining their own images and artefacts at all stages of the creative process 4. analyse, select and question critically, making reasoned choices when developing personal work 5. develop ideas and intentions when creating images and artefacts 6. organise and present their own material and information in appropriate forms. | | | | | | | |
| **TEACHING ACTIVITY – *Make reference to the following KS4 Assessment Objectives when describing KS3 activities:***   1. Developing ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding 2. Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes 3. Recording ideas, observations and insights relevant to intentions in visual and/or other forms 4. Presenting a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements | | **STAGE No.1** | | **STAGE No.2** | **STAGE No.3** | | **STAGE No.4** | **STAGE No.5** | | | **STAGE No.6** | | |
| **KS4 ASSESSMENT**  **OBJECTIVE: 2, 3** | | **KS4 ASSESSMENT**  **OBJECTIVE: 3** | **KS4 ASSESSMENT**  **OBJECTIVE: 1, 2, 3** | | **KS4 ASSESSMENT**  **OBJECTIVE: 1, 2, 3, 4** | **KS4 ASSESSMENT**  **OBJECTIVE: 2, 4** | | | **KS4 ASSESSMENT**  **OBJECTIVE: ALL** | | |
| * Using Maths to support ART - Proportion and ratio. * Using Maths to support ART – Manmade/Geometric shapes. * Using Maths to support ART – Natural/Organic shapes. | | * Using Maths to support ART - Proportion and ratio. * Drawing the human figure – standing (2D) and kneeling/sitting (3D). | * Introduction page: Art of AFRICA – facts and coloured pencils. * African mask – use of black and white oil pastel to create tonal effects. * Decoration of border with “Scratch” drawings using wax crayons and a black coating – symbols from the Art of AFRICA. | | * Research page: Containers - facts and coloured pencils. * Design of human-held containers in the style of African Art. * Making of object. | * Painting skills and colour-theory – Primary, Secondaries and Tertiaries. * Painting of object. | | | * Annotation and Evaluation | | |
| **SUBJECT-SPECIFIC SKILLS** | | Observation – measuring, Drawing – line, shape. | | Observation – measuring, Drawing - shape, form. | Research into WORLD ART, Drawing from observation and imagination, composition, tone and colour, use of different drawing media. | | Research into WORLD ART, drawing of 3D form, use of pattern, 3D making skills. | Painting – colour-mixing, colour theory. | | |  | | |
| **USE OF ICT** | |  | |  |  | |  |  | | |  | | |
| **LANGUAGE for LEARNING** | |  | |  |  | |  |  | | |  | | |
| **Resources** | | Sketchbooks; basic drawing equipment. | | Sketchbooks; basic drawing equipment. | Sketchbooks; Images of AFRICAN ART; basic drawing equipment; coloured pencils; A4 sugar paper; glue sticks; oil pastels; wax crayons. | | Sketchbooks; Images of AFRICAN ART; basic drawing equipment; coloured pencils; newsprint, card, cardboard, L/H and R/H scissors; craft knives; cutting mats; PVA glue and spreaders; cellulose paste; kitchen roll. | Sketchbooks; Painting equipment. | | | Sketchbooks. | | |
| **EVALUATION and ASSESSMENT (Pupil and Teacher)** | |  | |  |  | |  |  | | |  | | |
| **HOMEWORKS** | | * Collect 3 pictures from magazines/ computer print-outs of men in different positions and cut these out for sticking into your sketchbook. | | * Collect 3 pictures from magazines/ computer print-outs of women in different positions and cut these out for sticking into your sketchbook. | * [www.molli.org.uk/ yoruba](http://www.molli.org.uk/%20yoruba) Using this website for information, write 8 facts about Yoruba on half the page and copy a piece of Yoruba art in colour on the other half. * Design a human-held container in the style of African Art. | | * Design a different human-held container in the style of African Art. * Use this website for writing a Yoruba- style poem and decorate your sheet with Yoruba pattern/art. [www.molli.org.uk/ yoruba/4\_poetry/e\_ poetry2.htm](http://www.molli.org.uk/%20yoruba/4_poetry/e_%20poetry2.htm) | * Make a research page showing the following information about Nigeria: Flag, Coat of Arms, National Bird, National Tree and National Flower. | | |  | | |
| **KEY STAGE 3**  **Programme of Study** | |  | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will not have made much progress and will have achieved:**  **Level 2** | **Pupils can experiment a little with ideas, information and resources in order to develop their intentions. They make some progress with practical skills and use different materials and processes when designing and making. They comment on differing ideas, methods and approaches used by artists, craftspeople and designers, making basic connections to the contexts in which the work was made. They discuss their own work and that of others and consider how they might do better with their ideas, skills and processes.**  **3D MAKING**  **Pupils can** make small-scale simple models using basic construction techniques.  **IMAGINATION**  **Pupils can** come up with a simple idea from memory and imagination.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** find information about a topic by looking at books, CDRoms, the Internet and other sources. | | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Most pupils will have made progress and will have achieved:**  **Level 3** | **Pupils can use a few approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They develop some practical skills and use different materials and processes when designing and making. They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, making basic connections to the contexts in which the work was made. They discuss their own work and that of others and consider how they might improve their ideas, skills and processes.**  **3D MAKING**  **Pupils can** make small-scale models that look their original plans.  **They can also** use a few different methods of construction that work with the materials they are using.  **IMAGINATION**  **Pupils can** come up with their own imaginative ideas.  **They can** use images from the world around them to inspire their creativity.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** research useful information about a topic by looking at books, CDRoms, the Internet and other sources.  **They can also** use tell others about what they have learnt. | | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will have progressed**  **further and will have achieved:**  **Level 4** | **Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making. They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made. They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.**  **3D MAKING**  **Pupils can** make models that look their original plans.  **They can also** use a range of different methods of construction that work with the materials they are using.  **They can work** independently and also help others.  **IMAGINATION**  **Pupils can** come up with their own interesting and imaginative ideas.  **They can** use images from the world around them to inspire their creativity.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** use research from books, CDRoms, the Internet and other sources to talk and write about art, craft & design from different times and places.  **They can also** use a range of subject-specific keywords. | | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will have progressed**  **further and will have achieved:**  **Level 5** | **Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work. When designing and making, they develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately. They consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose. They evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions.**  **3D MAKING**  **Pupils can** draw and plan what they want to make and consider carefully how they will make it.  **They can** turn their ideas into detailed 3D shapes and forms.  **They can** confidently use a variety of equipment, materials and complicated construction methods working both on their own and supporting others.  **IMAGINATION**  **Pupils can** come up with their own imaginative ideas that are creative and original because they have thought carefully about want they want to express.  **They can** choose and use objects, people and places in the world around them for their artistic inspiration.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** choose the most relevant points from books, CD-ROMs, the Internet or other sources of research to help them when talking and writing about art, craft and design.  **They can** communicate facts, compare art, craft and design, and make useful comments about their own work and the work of others. | | | | | | | | | | | | |